

## Movie Script Editor

<b>Activity objectives:</b>	<ul style="list-style-type: none"><li>• Select and order script extracts to create the opening of a movie</li><li>• Give reasons for their choices</li></ul>
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<b>Prior knowledge and skills:</b>	<ul style="list-style-type: none"><li>• Students should be able to construct a basic narrative.</li></ul>
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<b>Activity duration:</b>	<ul style="list-style-type: none"><li>• 40–60 minutes</li></ul>
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### Description

In this activity, students consider the movie script-writing process. Students read through 12 script extracts, selecting and ordering the most appropriate 6 to create the opening of script for a PG movie based on a famous folk tale – with a horror slant.

### Activity Instructions

Students need to make notes in order to complete this activity effectively.

Invite individuals to read out the instructions to the class and check understanding. On the next screen, students read through each script extract, and make notes of which ones they think are suited to the theme and audience, and which are less suitable. They need to begin to think about the order and choose the best sequence for a narrative movie. Once they have viewed each extract, encourage them to go back and make a final decision, choosing 6 that they want to keep. They drag the remaining 6 extracts to the trash can in the bottom left-hand corner to dispose of them.

Students click Continue to take them to a window where they can reread each script extract and order the scenes. To do this, click on a scene number so that it is highlighted in red, and then drag it into position.

At this stage, students can click Preview to view their work before they publish. Emphasize that students be sure that they are happy with their choice before they click Publish, as once they do so, they cannot make further changes.

Once they click Publish, they can print their script, and also view the Director's script, which can also be printed. Ask students to compare their scripts both with the Director's script and with other members of the class, giving reasons for their choices, and identifying why the differences occurred. Emphasize that if their scripts are different, this does not necessarily mean they are incorrect.